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ABSTRACT

Drawing from the experiences of Butte Community College (BCC), this report offers guidance on developing agreements regarding college and high school course equivalents and on managing a course equivalence agreement program. Part 1 begins by explaining that the program goal of encouraging high school students to go to college is achieved by allowing the students to earn college credits while still in high school. This is accomplished through agreements between high school and college faculty that a given high school course is equal to a course in the college curriculum. After listing the benefits of these agreements, part 1 considers the types of courses involved (e.g., introductory or developmental courses); and the steps in developing course equivalent agreements. A sample agreement establishing the equivalency of a high school typing class and a college keyboarding class is provided. The agreement describes proficiency requirements and core competencies and includes a course outline. This section concludes with BCC's guidelines for developing an equivalence agreement. Part 2 focuses on program management, including a summary of the stages in the overall process and detailed discussions of the roles and responsibilities of the high schools and colleges at each stage. The high schools' responsibilities are identified as completing statements of intent to participate, sending beginning-of-year enrollment data to the college, awarding college equivalency credit for course completion, and sending a final report to the college. College responsibilities include granting college credit to entering students, tracking student progress, and awarding certificates and degrees. Relevant forms are attached. (GFW)

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How to Develop and Manage a Course Equivalence Agreement Program

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Butte Community College Secondary/ Post Secondary Articulation

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(REVISED 4/16/90)

Part I

HOW TO "DEVELOP" A

COURSE EQUIVALENCE AGREEMENT

THE OVERRIDING GOAL

To help secondary high schools encourage more students to go on to college.

One Method: "EARNING COLLEGE CREDITS WHILE IN HIGH SCHOOL"

High school course equivalence agreements with the college motivate students to go on to college by using the potential for "Earning College Credits" while in high school. It is projected that secured college credits act as a good motivator to get students to consider going on to college to acquire even more college units.

What Is a Course Equivalence Agreement?

A Course Equivalence Agreement stipulates that in the collective judgment of both the high school faculty and their college counterparts, a given course(s) at the high school level is equal to a course offered in the college curriculum.

How It Works:

If in the collective opinion of the high school faculty and their college counterparts, a high school course is judged to be of equivalent rigor, content and competency level demanded, a high school student should not be required to repeat the same material in college. Also, it is felt that the student should be granted equivalent college credit.

WHO BENEFITS? - Everyone Does!

Benefits to the Student:

1. Provides an incentive to go on to college.
2. Provides for an easier and more informed transition into college.
3. Allows students to come into college programs at more advanced levels.
4. Involves the student in college before he/she leaves high school. Eliminates the need to repeat material that has already been sufficiently mastered,-- and speeds the educational process for the student.

The Value to the High School Teachers and High School Programs:

1. Equivalent educational efforts at the high schools are recognized by the college.

2. Teachers have one more "motivator" to get students interested in furthering their education.

3. High school teachers become equal participants with their college colleagues in the process of higher education.

4. Students are attracted to high school programs and classes which have the potential for allowing advanced college credit.

5. Students tend to take such courses more seriously, knowing that to succeed in the present course is an indicator of later success in similar college courses.

6. Teaching methods, tips, approaches, and strategies can be shared between high school and college teachers.

The Value to College Teachers and College Programs:

1. Collaboration between high school and college teachers will increase the coordination between what the students will need to know to be successful in college and what the high schools are teaching.

2. High school teachers will know more precisely what it is that must be taught to increase the chances for success in later college courses or programs. Students will be better prepared due to the fact that better information and teaching strategies are being shared between high school and college colleagues.

3. Student transition from high school into college programs will be smoother.

4. College programs benefit by having several high schools in the district funnel students into selected "articulated" college programs based upon the rapport and understanding that has developed. The positive marketing features of the program are real and significant to college programs interested in increasing enrollment.

WHAT TYPES OF HIGH SCHOOL AND COLLEGE COURSES ARE INVOLVED?

The types of high school and college courses which are appropriate for the development of equivalence agreements are wide and varied. There are however, some more obvious targets which are logical extensions of educational efforts in the high schools:

1. Introductory to .... courses

   In a number of cases, the capstone -- junior and senior year -- courses taught in a respective subject area in high school are very close in content and competencies demanded for college "Introduction to..." courses.

   As an example, the college's Department of Business Education has long required students to take an Introduction to Accounting course prior to enrolling into the standard collegiate level Principles of Accounting 1A core requirement for a Business of Administration major. In point of fact, many of the local high school students already possessed the knowledge and skills required in the Introduction to Accounting course. Often the Introduction to Accounting course would be waived and the student advised to enroll directly into the Principles of Accounting 1A course. However, heretofore, no college credit was granted for the work done in high school.

   With the development of a Secondary Articulation Course Equivalence Agreement -- equating one year of high school accounting to the college's Introduction to Accounting -- students are now given college credit for their high school work.

   There are potentially a significant number of such "Introduction to ..." college courses with counterparts being taught in the high schools. To the degree such courses can be identified and articulated, the student can gain advanced college credit, save time and simultaneously be given a reason to actually go on to college.

2. Developmental or Refresher Courses:

   The college uses a wide range of "refresher" type academic skills building courses to assist students who are not as college ready as they need to be, to enter college and begin making progress. Many of the developmental courses are precursors or gateways to college programs. It is likely that there are high school courses which are of like content, demand comparable skill competencies and match up to selected college developmental courses. For students who may not be as prepared for college as others, this may yet be a way to offer them some form of advanced college credit as an encouragement to continue their education after high school.

   Such students may not be able to enter directly into an advanced level collegiate program. But, such students may be able to enter into a more advanced level of the college's academic skills development program.

With "developmental" courses under the belt, it may be more possible to encourage increased numbers of lesser able students to continue their education -- albeit by working on their basic skills. Profiting by going on to college and working on skills deficiencies before one acquires family responsibilities is always a meritorious use of college.

3. The Standard Level Collegiate Course:

There are numbers of standard, traditional collegiate level courses which are subject to course equivalence agreements. For example, the college offers a number of foreign languages courses. High schools offer similar courses. With careful communications of content and competencies between high school and college language teachers it should be possible, under agreed upon conditions, to grant high school students collegiate foreign language credits in beginning college language courses. (e.g., Beginning Spanish, German, Italian, French etc.)

In summary -- The high school and college courses appropriate to the development of equivalence agreements is primarily a function of the levels of understanding, mutual assistance and coordination between college and high school faculties.

HOW TO DEVELOP A COURSE EQUIVALENCE AGREEMENT

o Secondary / Post Secondary Articulation District Wide Statement of Intent

This is a document signed by Boards of Trustees of both the high school and the college authorizing the development of articulation activities. One of the articulation -- Partnership -- activities authorized is the negotiation and development of Secondary Course Equivalence Agreements. This document has already been signed by all of the high schools in the college district's two county area.

o The Articulation Council

An Articulation Council made up of all high school principals and appropriate college administrators tries to set agreed upon course articulation goals and subject areas to be pursued each year.

o Sources of the Desire to Develop Course Equivalence Agreements

Although the Articulation Council sets the general scope of the direction of articulation each year, the reality is that the desire to develop course equivalence agreements may come from many sources. High school and college teachers, department chairs and program directors are a primary source of the push to articulate any one set of high school or college courses.

o The Philosophy Underlying the Negotiation of a Course Equivalence Agreement

The overriding philosophy in approaching the development of a Course Equivalence Agreement is mutual respect between college and high school faculty members. It is not the intent of the college to become the "big brother" or "expert" when negotiating agreements. It is the position of the college that the local high school faculty are professional and capable teachers. The negotiations will be conducted as teaching colleague to teaching colleague -- not as collegiate expert to high school teacher. The best interests of the student, and the goal of influencing greater numbers of students -- students who might not previously have considered going on to college, -- to go give college a try, is paramount.

An expected indirect benefit coming out of faculty to faculty discussions will be a much better understanding of the goals, problems and dilemmas facing each segment of the educational process. Also, it is expected that there will be a mutual sharing of teaching strategies, materials and methods between college and high school instructors. The idea is to begin a framework for mutual understanding, respect and mutual assistance between the two levels of education. Negotiating a Secondary Course Equivalence Agreement is merely one convenient method for moving farther in this direction.

o Methods of Negotiating a Course Equivalence Agreement

Of necessity the process of negotiating and developing equivalence agreements must be decentralized to the respective teachers themselves. It is the individual high school and college teacher who have the subject and teaching methods expertise to know what will constitute the components or measures of "equivalence" for any given course. Because of this fundamental element, there is a requirement for face-to-face meetings between high school and college teachers. Such face-to-face meetings can take several forms. Each approach has its own strengths and weaknesses.

The Where:

1. Program to Program / Department to Department Meetings - On College Campus

Because the faculties of the eleven (11) high schools serving our area are scattered over a wide geographic two county area, some have opted for collective meetings on the college campus. As an example, all of the high school accounting instructors from the eleven high schools are invited to a meeting on the college campus. The relevant collegiate faculty and high school department chairs are present. An administrative "facilitator of articulation" may be asked to sit in depending upon the experience, familiarity and confidence of the teachers and chairs negotiating such agreements.

Pros and Cons -- It is possible to wrap up an equivalence agreement for a given course at one time with eleven high schools and the college simultaneously. This can save considerable time and energy driving between high schools and the college campuses. Such a group approach allows the members of the various high schools and the college faculty to exchange teaching tips, exchange information, share general problems and perspectives in addition to the primary topic of course equivalence.

However, it means high school staff members must come to the college, possibly for several meetings. On the potentially negative side -- trying to reach agreement with a great number of participants can produce some unexpected dilemmas and potential areas of embarrassing deadlocks and a lack of closure if good group management skills are not in evidence.

2. Faculty-to-Faculty on High School Sites

In this case, the college faculty in a given discipline or course arrange to visit their counterparts on a high school campus. The advantage to this approach is the courtesy of meeting the high school personnel on their turf so to speak. Because only one high school staff is participating in the negotiations it tends to be more focused and reaches conclusion potentially more quickly.

The primary down-side of this approach is that the college faculty must visit all high schools. This quickly wears thin and tends to reduce the enthusiasm for negotiating further agreements.

3. A Combined Approach

Often a sequential combined approach seems to have merit. It is often advisable to negotiate one's first agreement in a subject area with one high school. In this way most of the "bugs" can be ironed out. Many of the areas of ambiguity and potential disagreement can be foreseen.

Once an agreement is worked out with one high school it can then be used as a "SAMPLE AGREEMENT" for future "group" meetings on the college site. The sample agreement can be mailed to the other high schools prior to any on campus meetings. This tends to eliminate a great deal of the uncertainty. When the total group gathers, things can be more focused. Questions about content, criteria and competencies can often be handled over the phone before the collective group of high school teachers are scheduled to come on campus and represent their schools and disciplines.

"A SAMPLE COURSE EQUIVALENCE AGREEMENT"

The following is merely a sample of a Secondary Articulation Course Equivalence Agreement.

SECONDARY COURSE ARTICULATION EQUIVALENCE AGREEMENT

BUTTE COMMUNITY COLLEGE AND OROVILLE HIGH SCHOOL

Statement of Intent:

In an effort to prepare students for college and to motivate students to attend college and be successful, Oroville High School and Butte Community College mutually subscribe to the following Course Articulation Agreement.

Course To Be Articulated:

Butte College Course:	Oroville High School Course:
OAD 20 KEYBOARDING I	TYPING 1A AND 1B (One Year)
Course No. and Title	Course No. and Title
Units 3	Units 10

Academic / Vocational Program: Business Education/Office Administration

Check benefit category: __X__ College Credit, ____ Waiver of College Course

As Recommended By:

Butte College Dept. Chair/Coordinator	Oroville High School Dept. Chairperson
Dean of the Instructional Area	Principal, Oroville High School
Vice President for Instruction	

Date of Commencement: Fall ' 19XX
of this Agreement

Description of Articulated Skills and/or Proficiency Requirements:

1) Prerequisite Basic Skills Competencies -

Some time during the articulated course(s) high school students will be asked to take Butte College's Basic Skills Assessment (Test). To receive college credit, high school students must demonstrate a competency of Reading Level III and English Level II on the Basic Skill Assessment (or equivalent scores on the SAT or ACT college entrance exams). (See attached Butte College Basic Skills Assessment Description of Placement Levels Sheet)

2) Articulated Course Contents and Course Proficiency Requirement for Credit -

See the attached agreed upon course outline/evaluation methods and/or competency requirements which both faculties have agreed are equivalent.

3) Criteria for Receiving College Credit for OAD 20 Keyboarding I

For the student to receive college credit in OAD 20 Keyboarding I, the high school student must have passed one year of high school keyboarding, with a grade in the second semester of "B" or better AND have passed the Basic Skills Assessment Test with the requisite competency levels in reading, English and/or math.

If the high school student has completed the articulated high school keyboarding course(s) as a JUNIOR OR SENIOR, the student will be granted immediate college credit upon enrollment at Butte College. The student will be asked to present the COURSE EQUIVALENCE FORM to a Butte College Counselor upon registration for processing and credit assignment. The grade to be assigned for the college course will be the high school grade earned in the last course taken in the articulated subject in high school.

If, however, there has been a lapse of more than TWO YEARS after taking the high school keyboarding course(s), students will be asked to validate their previous keyboarding competency level. This may be done by the student brushing up on their Keyboarding skills by enrolling in a refresher keyboarding module at Butte College. Students may earn additional college units by completing at least one (1) unit of credit during this refresher period. After re-validating their competency level, the student will be granted college credit. The Butte College Office Administration keyboarding instructor will assist the student in the processing of their COURSE EQUIVALENCE FORM for college credit.

4) Time Span for Honoring College Articulated Student Benefits:

Time Period: The high school student has up to two (2) years following completion of the high school keyboarding course(s) to enroll in Butte College and gain immediate college credit for their high school keyboarding course. After two years a refresher module is required as needed.

_____ _____

Butte College Instructor or Representative High School Instructor

CORE COMPETENCIES FOR KEYBOARDING/TYPEWRITING I

- Achieves a keyboarding skill by touch method with a minimum of 30-35 gross words a minute for five minutes with five (5) or fewer errors.
- Demonstrates efficient operation of an electronic and/or electric typewriter with pica or elite typefaces; i.e., margin setting, tab setting, centering, positioning paper guide etc.
- Demonstrates correct keyboarding/typewriting techniques.
- Develops keyboarding proficiency using alphabetic characters, numbers, and symbols.
- Demonstrates ability to center typed assignments both vertically and horizontally.
- Demonstrates ability to format enumerations correctly.
- Demonstrates formatting skills by producing various letter styles from arranged and unarranged copy:

  a. average length modified-block style letter on letterhead
  b. average length personal-business letter
  c. average length business letter with carbon copies

- Produces tabulation assignments involving a table with title, subtitle, three columns and column headings.
- Demonstrates ability to keyboard typed addresses on small and large envelopes using special mailing notations and nine-digit ZIP Code with all-capital letters with no punctuation format.
- Demonstrates ability to hyphenate words according to word division rules when producing business documents.
- Demonstrates formatting skills by keyboarding business reports including:

  a. a one-page report with side and paragraph headings
  b. one and two page reports with and without footnotes in board or style
  c. a multiple page report with a title page and table of contents

- Identifies basic proofreaders' marks on rough draft copy.
- Understands the use of various documents in the work flow of a business: i.e., requisitions, invoices with multiple columns and numbers, credit applications, interoffice memorandums on plain paper and on printed forms and postal cards and envelopes.

- Demonstrates ability to align copy when corrections must be made.
- Demonstrates ability to check typed documents by proofreading typed work against a key, mark and count errors, and compute typing speed.
- Demonstrates mailable document standards by producing a typed job application and a personal data sheet (resume).
- Demonstrates organizational and time management skills by arranging work station and supplies and time schedule.
- Responds to oral instructions involving a variety of changes in typed documents.
- Follows written and oral instructions to complete keyboarding assignments.
- Recognizes various types of supplies necessary for office support staff to use.
- Develops efficient business-like work habits.
- Answers correctly at least 70 percent of the questions on an objective test covering technical information relative to keyboarding.
- Keyboarding - 3 units, 35+wpm = A, 30-34 = B, 25-29 = C 20-24 = D

Respective College and High School Course Outlines and /or Instructor syllabi are attached for reference.

COURSE OUTLINE

School Name:

I. CATALOG DESCRIPTION

Prepared by:

OAD 20 KEYBOARDING I

1-3 Semester Units

Prerequisite: Reading - Level III
English - Level II
Transfer Status: CSU - Unit Limitation
Three hours lecture/two hours lab

Designed for the student who has had no previous training in the operation of a keyboard. Emphasis on personal and computer use. Development of basic keyboarding skills and techniques. Introduction to letter style, business forms, tabulations, and manuscript keyboarding. Recommended for all students. Since skills/proficiencies are developed at different rates, students may re-enroll in this course for credit for each set of performance objectives but may not earn more than three units of credit. Open entry/open exit.

II. COURSE CONTENTS

A. General Goals

The student will be able to:

1. Operate the letter and number keys with correct fingering and "touch" keyboarding technique.
2. Format correctly a simple business letter, three-column table, and one-page report.
3. Keyboard at a minimum speed of 30 words a minute on straight copy material.

B. General Objectives

The student will be able to:

1. Operate the letter and number keys with correct fingering, return, and indent the carrier or carriage with eyes on the copy.
2. Correctly set and reset the paper guide, margin stops, tabulator stops, line space selector, and to position the carrier or carriage.
3. Proofread and evaluate typed work against a key, mark and count errors, and compute keyboarding speed.
4. Answer correctly at least 90 percent of the questions on an objective test covering keyboarding techniques, mechanics, and formatting.
5. Center typed material both vertically and horizontally.
6. Format enumerations correctly.
7. Type at a minimum of 30 words a minute at the end of Unit 3 for five minutes on straight copy with no more than five errors.

8. Describe how computer equipment would function if used to format various production assignments. (Perform the functions if computer equipment is available.)
9. Edit, analyze, and format correctly various production jobs including (a) a standard business letter on a letterhead, (b) a three column table with title, subtitle, and column headings, and (c) a one-page report with side and paragraph headings.
10. Edit, analyze, and format correctly from unarranged or rough-draft copy: (a) inter-office memorandums on plain paper and on printed forms, (b) postal cards and envelopes, (c) invoices with multiple columns and numbers, (d) a job applications form and personal data sheet, and (e) a one and two page report with and without footnotes.

C. Units of Instruction Titles

1. Keyboarding
2. Keyboarding -- The Alphabet
3. Skill Development
4. Keyboarding -- The Number Keys
5. Skill Development
6. Correspondence
7. Tables
8. Reports
9. Skill Development
10. Correspondence
11. Printed Forms
12. Reports

III. GENERAL METHODS OF INSTRUCTION

A. Lecture and applications practice
B. Instructor demonstration
C. Programmed instruction with cassette recorder and instructional tapes.
D. Caramate slide packages
E. Weekly homework assignments:
   1. Student drill and practice sessions
   2. Student skills demonstrations
   3. Problem-solving assignments
   4. It is expected that all LEARNING GUIDES be completed outside of class, thus alloving time in class for keyboarding applications.

IV. METHODS OF EVALUATION

Each unit of work requires approximately 25 hours of instruction and practice applications. A unit will be evaluated as follovs:

10% Attendance - To maximize the development of keyboarding skills, students are encouraged to attend class five hours a week. The keyboarding Lab is open from 8-5:00 p.m. daily. If absent, students are expected to make up their attendance. Make-up hours should be recorded on the Attendance Record Sheet and verified by an instructor.

20% Completion of Unit Assignments - An "A" grade will be earned if all assignments on the Assignment Sheet are completed within reasonable error limits (consult individual lessons for respective errors permitted). Keyboarding drills and production work with excessive errors as defined by the lesson or instructor will be returned and must be redone for credit. Two "redos" are allowed without lowering the student's "completion grade" for each unit of instruction. Redo assignments may not be done until the instructor has evaluated the initial assignment. The instructor may be able to give some advice to the student.

30% Official Timed Writings - The three (3) highest timings for each unit will be averaged for the timed writing grade. One timing must be monitored. End of unit goals are as follows:

KEYBOARDING I

UNIT 1 (2nd to 5th error)	UNIT 2 (3rd to 7th error)	UNIT 3 (5th to 6th error)
A = 25 + wpm	30+ wpm = A	35+ wpm = A
B = 20 - 24	25 - 29 = B	30 - 34 = B
C = 15 - 19	20 - 24 = C	25 - 29 = C
D = 10 - 14	15 - 19 = D	20 - 24 = D

40% Unit Tests - Each unit test will consist of MULTIPLE QUIZZES, A TIMED WRITING, AND PRODUCTION WORK. Tests will be administered at the end of the unit of instruction. Each student should review with the instructor testing procedures prior to completing the unit.

V. MATERIALS OF INSTRUCTION

A. Self-Checks for Keyboarding I (available in classroom)
B. Supplementary materials: typing paper and correction paper etc.
C. Appropriate collegiate level textbooks and materials of instruction will be used in this course. (See individual course syllabus for specific textbook titles and particulars for any given instructor.)

VI. SUGGESTED TIME SEQUENCE AND SEQUENCE OF INSTRUCTION

The student will progress at his/her own rate, earning one unit of credit for satisfactory completion of each set of performance objectives outlined by the instructor. The student will earn three units of credit for the completion of TYPING 75, Kit 1: Basic. Each unit takes approximately 25 hours to complete. Consult Assignment Sheets for Units 1, 2, and 3 for detailed time schedule and sequence of instruction. (See individual instructor course syllabi for more specific course schedule and sequences of instruction.)

- GUIDELINES FOR DEVELOPING AN EQUIVALENCE AGREEMENT -

1) Course Prerequisites and/or Basic Skills Competencies -

Butte Community College, in compliance with Title V regulations, has assigned prerequisite basic skills levels necessary for student admittance into respective college courses. Students are required to demonstrate predetermined basic skills level competencies in English, reading and/or mathematics before they are allowed to enroll in respective college level courses.

Secondary articulated courses must subscribe to the same basic skills prerequisites before college credit will be granted to secondary students completing such courses. This stipulation is not intended to preclude secondary institutions from enrolling any student they desire in their own high school course. It means that before Butte College can grant equivalent college credit, the student must also demonstrate Title V basic skill level competencies associated with the equivalent college course prerequisites.

Arrangements can be made with the Butte College Assessment Office or your own high school counseling staff to have the Basic Skills Testing and Assessment administered at any secondary school for students in articulated secondary courses. Students may also demonstrate prerequisite competencies by adequate performance on the SAT and ACT exams.

B. Course Prerequisites --

In addition, if a given college course has course prerequisites, the secondary articulated course, unless otherwise agreed, must subscribe to the same course prerequisite sequence. With administrative approval alternatives may be negotiated as part of the overall Secondary Course Articulation Agreement.

2. Articulated Course Contents and Course Proficiency Requirements for Credit -

The course subject matter contents and evaluation criteria should be spelled out to everyone's satisfaction. This can often be accomplished by negotiating a list of course contents and/or competency requirement statements.

3. Criteria for Receiving College Credit:

The Course Grade: Based upon the criteria negotiated, the high school instructor will be issuing the course grade. It is more common for faculties to have negotiated college credit for achievement of a "B" or better grade in high school. A "C" or better may be negotiated, if the faculties from the college and high school discipline or subject matter so agree.

Time Frames: To date, many of the course equivalence agreements have been negotiated to specify one year of high school course work as equal to one semester of the equivalent college course. This allows high school students some additional time to acquire the competencies required.

4. Time Limits for Receiving College Credit:

Unless othervise specified in an individual Secondary Course Equivalence Articulation Agreement, the secondary student normally has two years after completion of the high school course during which to apply for admission to the college and be granted college credit. After two years, most agreements require some form of assessment and refresher experience before college credit is granted. See specific Secondary Course Equivalence Agreements for any procedures whereby a student, after two years can re-establish competency and re-activate credit claims from the college.

5. Butte College Student Transcripts

Barring any additional requirements the student must meet (on campus competency testing, etc.) the equivalent college course credit will be placed upon the student's official Butte College Student Transcript. The secondary student will receive the grade assigned by his/her high school teacher on the College Course Equivalence Credit Request Form.

4. Tuition:

College tuition will NOT be charged for college credit/units earned by students through articulated course work taken at the high school or secondary levels.

Part 2

HOW TO "MANAGE" AN EQUIVALENCE AGREEMENT PROGRAM

SUMMARY OF THE STAGES IN THE OVERALL PROCESS

There are fundamentally six (6) stages through which a student may pass through starting in high school and continuing on at the community college.

High School Level

Stage A Statements of Intent to Participate filled out.
Stage B Beginning of Year Information form sent to the College.
Stage C-1 End of course College Equivalency Credit awarded.
Stage C-2 End of course Completion Report sent to College

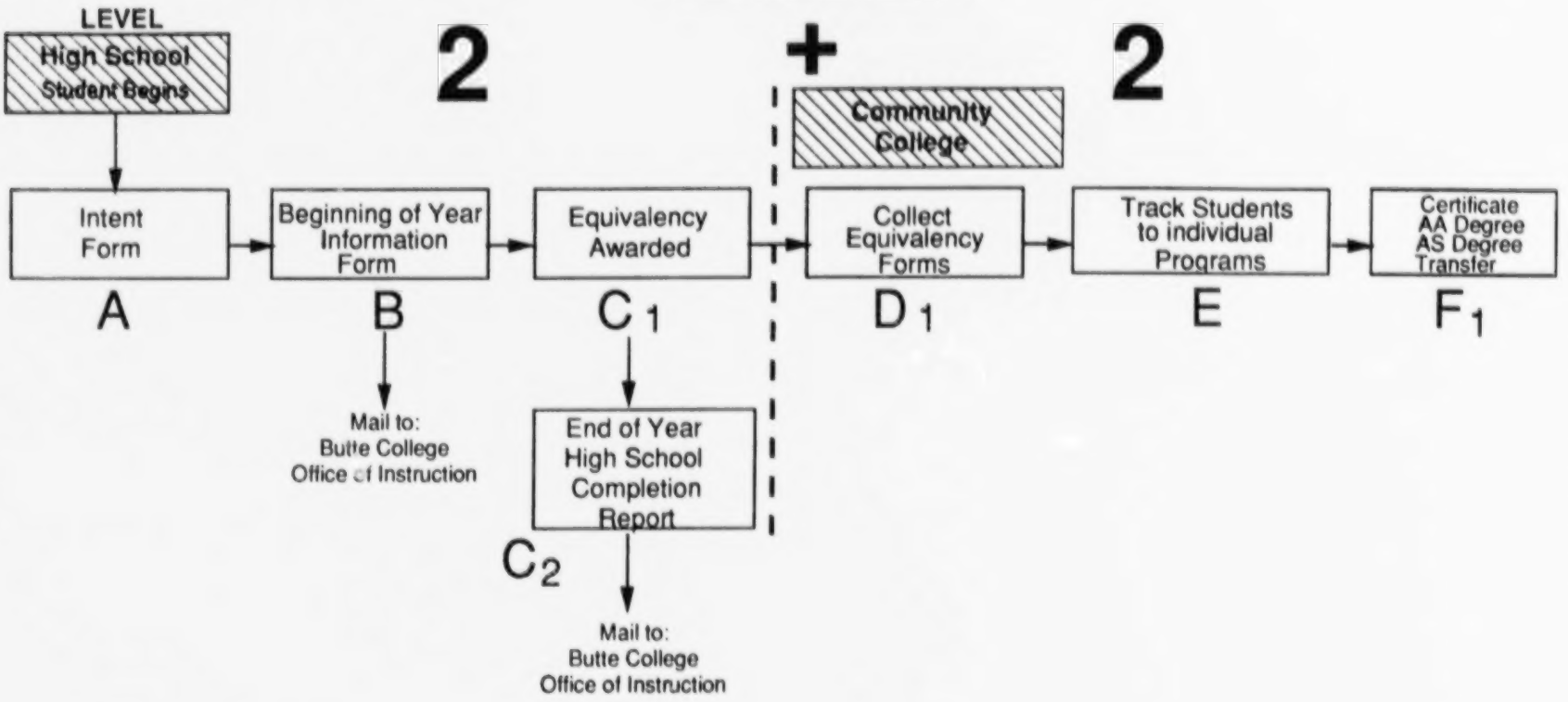
Community College Level

Stage D Students enroll at Butte College and request college equivalency credit.
Stage E Student progress is tracked while at Butte College.
Stage F Certificates and/or degrees awarded.

COURSE EQUIVALENT AGREEMENT PROGRAM

STUDENT TRACKING SYSTEM

2 + 2 Partnership



ROLES AND RESPONSIBILITIES

HIGH SCHOOL LEVEL

Stage A - Statements of Intent to Participate: (Sample form A)

ROLE OF THE HIGH SCHOOL STAFF:

Decentralization -- The college has chosen as a matter of administrative policy, to decentralize and delegate the majority of the authority and responsibility for the management of the Secondary Course Equivalence Program to the high schools themselves.

By and large, if the Secondary Course Articulation Program is to work, it will work because of the efforts expended by the teachers and counselors at the high school levels. The success or failure of the Secondary Course Articulation Program is basically in the hands of the high school colleagues, those closest and most intimately connected to the high school students. Although the college will attempt to provide you with "promotional" materials, it will be the word of mouth and individual marketing efforts of teachers and counselors who will turn students on to the benefits of this program.

A. The Role of the On-Site High School Teacher is of Critical Importance.

As noted previously, the high school teacher will be primarily responsible for the success or failure of the course equivalence program. This role includes working with students and perhaps parents in making them aware of the real benefits of enrolling and succeeding in such courses while in high school.

B. Marketing and Promotion of the Course Equivalence Program

More than likely students will not be aware of the benefits available by taking those high school courses for which equivalence agreements have been negotiated. Therefore, announcements will have to be made in classes. Articles and notices will have to be placed in the student newspapers and other student oriented media. Information may have to be sent home with students and/or or directly to the parents of the students.

C. Setting the Collegiate Tone

The high school teacher has a major role to play in setting the collegiate tone for the equivalent courses in the curriculum. This includes encouraging the student to take his/her work seriously, to study, work hard and to maintain the collegiate standards of the course for those students in the class who are seeking college credit.

D. To Earn Advanced College Credit

To earn advanced college credit students must have satisfied two criteria: 1) Demonstrated achievement of prescribed "basic skills" proficiencies and 2) Pass the prescribed college equivalent course at a satisfactory level as prescribed in each respective course equivalence agreement. Each school (Department Chair) has a copy of each partnership course agreement on file. This agreement spells out the performance standards expected of the student to earn equivalent college credit.

E. Administering Butte College's Basic Skills Assessment Test

Students who desire collegiate credit for the course must demonstrate required levels of basic skills competencies at or near the beginning of the course. The responsibility for arranging to have the Butte College Basic Skills Assessment Test given to students rests with the each respective high school teacher. High school teachers are requested to work through their high school counseling staff to make arrangements for the test.

NOTE: Any high school student may enroll in an equivalence course. However, the only students who may earn college credit will have to have demonstrated adequate skills proficiencies prior to completing the articulated course(s). It should be noted that the basic skills proficiency levels required should be within the ability of the vast majority of the students in the class. Most students will be able to pass the skills assessment. The test is not something to be feared.

There are certain classes for which the Basic Skills Assessment Test is waived, (e.g., Typing etc.) Check with your high school counselor for a list of articulated classes which are exempted from the basic skills assessment test requirement.

F. Student Statement of Intent to Participate

Once high school students are made aware of the benefits of enrolling in an articulated program and/or course of study, interested students are requested to complete a Student Statement of Intent to Participate form. This form is designed to capture certain information and to affirm in a formal way the student's understanding and commitment to the goals of the program. (See attached sample Student Statement of Intent to Participate form A.)

Butte College Secondary/Articulation

PARTNERSHIP IN EDUCATION PROGRAM
STUDENT STATEMENT OF INTENT TO PARTICIPATE

[please print clearly] Date: _____

Name: _____
Last First Middle

Mailing Address: _____
Street City Zip Code

Social Security Number: ___/___/___ Year of Birth: _____ Phone # _____

APPLICATION

I hereby request application for admission into the _____ program at Butte Community College. I certify that I understand the benefits of the educational and/or career opportunities entailed in this program as well as any prerequisites, preparations and/or academic/vocational requirements and/or standards of performance to which I must commit myself.

DEMOGRAPHIC DATA

The following information is voluntary and is not mandatory for participation in the program. The information is used for statistical analysis and follow-up studies on program success.

A. Ethnicity:
- ❑ [1] American Indian
- ❑ [2] Black
- ❑ [3] Asian
- ❑ [4] Hispanic
- ❑ [5] Filipino
- ❑ [6] White
- ❑ [7] Other non-white
- ❑ [8] Decline to state

B. Gender: ❑ [1] Female ❑ [2] Male

EDUCATIONAL DATA

C. Name of High School _____ Instructor _____

Major/Program _____

D. Grade Level: Currently enrolled in high school: ❑9th grade ❑10th grade ❑11th grade ❑12th grade
- ❑ Currently enrolled in Adult School
- ❑ Currently enrolled in ROP
- ❑ Currently enrolled in Butte College
- ❑ Currently enrolled in Continuation School
- ❑ Other _____ (please state)

E. My educational goals are: (Check ALL that apply):
- ❑ [1] High School Diploma
- ❑ [2] Attend Butte College (Certificate Only)
- ❑ [3] Attend Butte College (AA or AS degree)
- ❑ [2] Attend Another Community College (Certificate Only)
- ❑ [3] Attend Another Community College (AA or AS degree)
- ❑ [5] Attend California State University (BA or BS degree)
- ❑ [5] Attend University of California (BA or BS degree)
- ❑ College Major: _____
- ❑ [4] Attend a Private College
- ❑ Attend Adult School
- ❑ Attend ROP
- ❑ Attend Continuation School
- ❑ Work
- ❑ Other _____

_____ _____
Signature of Applicant Date of Application

ACKNOWLEDGEMENTS:

_____
Advisor/Counselor/Instructor

High School Statement of Intent (Form A)
4/90:LN

Stage B - Beginning of Year Information Form: (Sample form B)

A. Send Beginning of the Year Information to the College

At the beginning of each term, high school instructors who teach articulated courses are asked to furnish the College with information regarding beginning enrollments in the respective articulated courses for which the instructor is responsible. (See attached sample Beginning of Year Enrollment Information Form.)

Make a Photocopy of each Student Statement of Intent to Participate form. Using the Beginning of the Year Information form as a cover sheet, the high school instructor should attach the photocopies of the intent forms and mail the entire packet to Butte College's Office of Instruction.

This procedure allows the College to get a feel for the number of high school students who are currently participating on a county wide basis in the articulation program.

B. Disposition of the Statement of Intent and Beginning of Year Information Forms:

Original - Beginning of Year Information Cover Sheet (Form B)
Copies - Attach copies of **all** Student Statements of Intent (Form A)

and

Mail to Butte Community College - Office of Instruction, 3536 Butte Campus Drive, Oroville CA 95965. (Form A)

Stage C-1 - College Equivalency Credit Awarded: (Sample form C-1)

A. College Equivalency Credit Request Forms Issued

At the conclusion of each articulated course(s), students who have achieved the standards and met the various requirements of the Course Equivalence Articulation Agreement, (e.g., demonstrated adequate basic skills competencies--if required--as per the Basic Assessment Test, achieved the prescribed course grade required, demonstrated the agreed-upon internal standards of performance for the course, etc.), will be issued a completed College Credit Equivalence Request form by their high school instructor.

BUTTE COLLEGE
OF THE BUTTE COMMUNITY COLLEGE DISTRICT
3536 BUTTE CAMPUS DRIVE · OROVILLE, CALIFORNIA 95965

ARTICULATION
BEGINNING OF YEAR
ENROLLMENT INFORMATION

TO: High School Instructors of Articulated Classes

FROM: Ernie Matlock, Vice President for Instruction

SUBJECT: Articulated High School Partnership Courses
Enrollment Information

At the beginning of each academic year high school instructors who teach articulated courses are asked to furnish information to the College regarding student enrollment in those courses. By completing the form below you will greatly assist us in future enrollment procedures:

_____ Instructor's name

_____ School

_____ Articulated Course Title

_____ Number of students enrolled in the class.

_____ Number of students who plan to gain Butte College credit for the course.

Please return this form to Lena Newman, Butte College Office of Instruction. If you have questions, please call 895-2547, ext. 845.

B. Disposition of the College Equivalency Credit Request Forms

College Credit Equivalency Request Forms:

Original - To student. (The student brings the original to the College.)(Form C-1)

1st Copy - Attach one copy of each College Credit Equivalence Request form awarded to the End of Year High School Completion Report cover sheet and mail to the Office of Instruction, Butte College (Form C-2).

2nd Copy - Keep for originating high school records.

C. College Credit Is Earned Only Upon Enrollment at Butte College

College credit is granted "only" if and when, an individual high school student actually comes to the College, or a College registration location, and applies for admission to the college as a prerequisite step to claiming college credit. This is the only event--student initiated-- that triggers any further action by the college. It should be understood by high school instructors that college credit is not granted automatically from the high school level. The high school student must actually come and present their claim to the College itself.

There will, in all likelihood be some high school students who have earned college credit, but for one reason or another decide never to apply to the college, enroll and nor claim their earned credit.

On each College Credit Equivalence Request form is a date beyond which the advanced college credit claim expires. In such cases, the student must work with the respective college instructor(s) to re-activate any college credit claims.

NOTE: Each high school instructor is at liberty to "photoduplicate" as many College Credit Equivalence Request forms as needed for their articulated classes. Obviously, each high school instructor must develop a safeguard system to prevent the unauthorized use of the forms. The College Credit Equivalence Forms are officially the medium by which the granting of college credit is actually triggered and as such should be safeguarded accordingly.

Stage C-2 - End of Year High School Completion Report: (Sample form C-2)

A. Send End of Year High School Completion Report to the College

At the end of the term, the high school instructor is asked to make two photocopies of each College Credit Equivalency Request form awarded to students. Using the End of the Year Completion form as a cover sheet, attach one photocopy of each College Credit Equivalency Request form and mail the packet to Butte College's Office of Instruction. (See address above)

Butte College Secondary Course Articulation

COLLEGE CREDIT EQUIVALENCE REQUEST FORM

High School

DATE: _____

College Credit Request Form:
(To be completed and submitted by the student upon enrollment in Butte Community College)

FOR OFFICE USE ONLY
Butte College
Student Identification Number:
_____

STUDENT _____ PHONE NUMBER _____

MAILING ADDRESS _____ ZIP _____ SOCIAL SECURITY NO _____

I am applying for the following Butte College benefits:

☐ BUTTE COLLEGE CREDIT FOR COMPLETION OF EQUIVALENT COURSE WORK AND/OR PROFICIENCY ACHIEVEMENT/EXAMINATIONS

☐ A COURSE WAIVER

BUTTE COLLEGE COURSE NO. AND TITLE _____ = CHICO HIGH SCHOOL COURSE NO. AND TITLE _____

CONTROL NUMBER _____ COLLEGE UNITS _____ GRADE _____ DATE COURSE COMPLETED _____

The above listed student has successfully completed the equivalent secondary course work and/or has passed any required competency examinations.

INSTRUCTOR SIGNATURE _____ PRINCIPAL SIGNATURE _____

SECONDARY SCHOOL DEPARTMENT _____

THIS CLAIM FOR ADVANCE COLLEGE CREDIT EXPIRES: _____ (DATE)

Form C-1

BUTTE COLLEGE
OF THE BUTTE COMMUNITY COLLEGE DISTRICT
3536 BUTTE CAMPUS DRIVE · OROVILLE, CALIFORNIA 95965

ARTICULATION
END OF YEAR COMPLETION REPORT

TO: High School Instructors of Articulated Classes

FROM: Ernie Matlock, Vice President for Instruction

SUBJECT: Articulated High School Partnership Courses
Equivalency Information Form

At the end of each academic year high school instructors who teach articulated courses are asked to furnish information to the College regarding student enrollment in those courses. By completing the form below you will greatly assist us in these procedures:

_____ Instructor's name

_____ School

_____ Articulated Course Title

_____ Number of equivalency forms issued in this class.

Please make three (3) photo copies of each "Equivalency Form" issued by you this year (1 each for student, the student's high school cum file, and Butte College). Attach the Butte College copies and return them with this form to Lena Newman, Butte College Office of Instruction. If you have questions, please call 895-2547, ext. 845.

B. Disposition of the End of Year High School Completion Report (C-2)

Cover Sheet - Completed End of Year High School Completion Report for each articulated course. (C-2)

Attachments - Attach photocopies of all College Credit Equivalence Request forms granted by the instructor for each respective articulated course. (C-1)

In this fashion the College can become aware of the number of college credit claims which have the potential for being redeemed for credit when and if the high school student enrolls in Butte College. The respective credit request forms are filed in the Office of Instruction awaiting future redemption by the student.

When a student enrolls in the College, the College Credit Equivalent Request form will be compared to the copies on file to assure authenticity of grades. Such a comparison allows for tracking the number of participating students in relation to those who actually take advantage of the articulation credit.

ROLE OF THE HIGH SCHOOL STUDENT:

A. Enroll in the Articulated High School Class

It is the student's responsibility to enroll in the equivalent high school course. It is the student's responsibility to take and demonstrate the required basic skills competencies.

B. Complete All Course Requirements and Assessment Tests

It is the student's responsibility to complete all course work and achieve the competencies required. Remember, this course is for all practical reasons "a college" course.

C. Apply to and Enroll At Butte College

It is the student's responsibility to apply for enrollment in Butte College. Only upon the condition that the student enrolls at Butte College can advanced college credit be given. Enrollment involves the student 1) making application to the college 2) having the student's high school transcripts sent to the college. The student does not necessarily have to take any additional courses, but it is hoped the student will desire to do so.

D. Make an Appointment with a College Counselor

The student should ask for an appointment to see a Butte College counselor. Upon seeing the counselor the student should present the "College Credit Equivalence Request Form". If a student cannot get in to see a Butte College counselor, then the student should locate and talk with a Butte College instructor of the equivalent course on the college campus. The instructor will then assist the student in seeing that the student's claim for college credit is processed through a counselor and the college Registrar.

E. College Credit Expiration Dates

Note: As a general rule, if it has been more than two years since the student has completed the high school course, s/he should talk to a teacher in the subject area at the college. It may be necessary to have the student brush up on the information and/or skills learned before advanced credit can be given. This is to ensure that the student is currently ready for progression into the next higher level college course.

ROLES AND RESPONSIBILITIES

COMMUNITY COLLEGE LEVEL

Stage D - Student Enrollment and Collection of College Credit Equivalency Request Forms:

Admissions and Records --

A. College Enrolls and Registers Student

Each student applies to and is enrolled by Butte College according to the normal application and registration procedure. The student will not be charged unit fees for any equivalent college articulated courses. However, students will be charged regular registration and enrollment fees for any other Butte College courses in which they enroll.

B. Counseling and Program Planning Takes Place

All new students should make an appointment to see a college counselor. During the counseling and/or registration process the student should present their College Credit Equivalence Request form to a counselor or to the registration personnel.

C. College Credit Equivalence Request Forms Turned In to Registrar

During any given semester, the Registrar will collect all College Credit Equivalence Request forms tendered by high school students and submit them to the Office of the Office of Instruction for the actual awarding of grades and credit.

The Office of Instruction:

A. College Credit Equivalence Request Forms Verified

After verification, the Office of Instruction will credit the student with the equivalent Butte College course, including earned grades earned in high school and corresponding units of college credit. This information will subsequently appear on the student's official college transcript.

B. Student Transcripts Developed

The Office of Instruction will have the appropriate grades and college credits inserted onto the student's collegiate transcripts.

Stage E - Track Student Progress:

The College plans to track the educational progress of all students who apply for equivalent college credit via participation in the articulation program. Data on student progress and/or success rates will be analyzed in terms of student outcomes, e.g.,

1. When students are given advanced placement after being given credit for equivalent high school courses, an analysis of relative success rates in advanced courses will be developed versus non-participating students.

2. A comparison of progress and success rates at the community college of students who arrive via an articulation program in relation to non-participating students, (e.g., cumulative units and grade point averages earned, etc.).

3. Measures of retention to completion, (e.g., Certificates earned, Associate Degrees awarded, Bachelor's Degrees acquired, etc.).

4. Progress and success rates by high school and articulation program of origin.

Stage F - Certificates, A.A./A.S. Degrees Awarded:

Certificates and Associate Degrees are awarded to students completing their individual educational goal objectives.

IN CONCLUSION

Care should be taken in negotiating Secondary Partnership Course Equivalence Agreements that we do not lose sight of the overall goals of the Secondary Partnershipping Concept. Because negotiating Course Equivalence Agreements involves so much paper work and administrivia it becomes easy to lose sight of the overall purpose of all (including granting college course credit) partnershipping activities. The overall goal remains, for both levels of education to:

> Do whatever the college can reasonably do to assist our secondary partners in being as successful with their students as is possible. One measure of that success is the numbers of high school students who further their education.

The increasing demands on our companies for competency in the world market place will allow nothing less than an educable citizenry; a citizenry who possesses a full compliment of basic skills and more importantly an ability to learn to learn. This cannot be accomplished unless all educators work cooperatively for the common good, irrespective of level in the educational process.

For More Information Contact:

Ed Billingsley - Assistant to the President
Butte Community College
3536 Butte Campus Drive
Oroville, CA 95965

(916) 895-2513

-or-

Ernie Matlock - Vice President for Instruction
Butte Community College
3536 Butte Campus Drive
Oroville, CA 95965

(916) 895-2547

APPENDIX

Butte College Secondary/Articulation

PARTNERSHIP IN EDUCATION PROGRAM

STUDENT STATEMENT OF INTENT TO PARTICIPATE

[please print clearly] Date: _____

Name: _____
Last First Middle

Mailing Address: _____
Street City Zip Code

Social Security Number: ___/___/___ Year of Birth: _____ Phone # _____

APPLICATION

I hereby request application for admission into the _____ program at Butte Community College. I certify that I understand the benefits of the educational and/or career opportunities entailed in this program as well as any prerequisites, preparations and/or academic/vocational requirements and/or standards of performance to which I must commit myself.

DEMOGRAPHIC DATA

The following information is voluntary and is <u>not</u> mandatory for participation in the program. The information is used for statistical analysis and follow-up studies on program success.

A. Ethnicity:
- ❑ [1] American Indian
- ❑ [2] Black
- ❑ [3] Asian
- ❑ [4] Hispanic
- ❑ [5] Filipino
- ❑ [6] White
- ❑ [7] Other non-white
- ❑ [8] Decline to state

B. Gender: ❑ [1] Female ❑ [2] Male

EDUCATIONAL DATA

C. Name of High School _____ Instructor _____

Major/Program _____

D. Grade Level: Currently enrolled in high school: ❑9th grade ❑10th grade ❑11th grade ❑12th grade
- ❑ Currently enrolled in Adult School
- ❑ Currently enrolled in ROP
- ❑ Currently enrolled in Butte College
- ❑ Currently enrolled in Continuation School
- ❑ Other _____ (please state)

E. My educational goals are: (Check <u>ALL</u> that apply):
- ❑ [1] High School Diploma
- ❑ [2] Attend Butte College (Certificate Only)
- ❑ [3] Attend Butte College (AA or AS degree)
- ❑ [2] Attend Another Community College (Certificate Only)
- ❑ [3] Attend Another Community College (AA or AS degree)
- ❑ [5] Attend California State University (BA or BS degree)
- ❑ [5] Attend University of California (BA or BS degree)
- ❑ College Major: _____
- ❑ [4] Attend a Private College
- ❑ Attend Adult School
- ❑ Attend ROP
- ❑ Attend Continuation School
- ❑ Work
- ❑ Other _____

_____ _____
Signature of Applicant Date of Application

ACKNOWLEDGEMENTS: _____
Advisor/Counselor/Instructor

High School Statement of Intent (Form A)
4/90:LN

BUTTE COLLEGE
OF THE BUTTE COMMUNITY COLLEGE DISTRICT
3536 BUTTE CAMPUS DRIVE · OROVILLE, CALIFORNIA 95965

ARTICULATION
BEGINNING OF YEAR
ENROLLMENT INFORMATION

TO: High School Instructors of Articulated Classes

FROM: Ernie Matlock, Vice President for Instruction

SUBJECT: Articulated High School Partnership Courses
Enrollment Information

At the beginning of each academic year high school instructors who teach articulated courses are asked to furnish information to the College regarding student enrollment in those courses. By completing the form below you will greatly assist us in future enrollment procedures:

_____ Instructor's name

_____ School

_____ Articulated Course Title

_____ Number of students enrolled in the class.

_____ Number of students who plan to gain Butte College credit for the course.

Please return this form to Lena Newman, Butte College Office of Instruction. If you have questions, please call 895-2547, ext. 845.

Butte College Secondary Course Articulation

COLLEGE CREDIT EQUIVALENCE REQUEST FORM

NAME OF HIGH SCHOOL

DATE: _____

College Credit Request Form:
(To be submitted by the student upon enrollment in Butte Community College)

FOR OFFICE USE ONLY
Butte College
Student Identification Number:
_____

STUDENT _____ PHONE NUMBER _____

MAILING ADDRESS _____ ZIP _____ SOCIAL SECURITY NO. _____

I am applying for the following Butte College benefits:

☐ BUTTE COLLEGE CREDIT FOR COMPLETION OF EQUIVALENT COURSE WORK AND/OR PROFICIENCY ACHIEVEMENT/EXAMINATIONS

☐ A COURSE WAIVER

BUTTE COLLEGE COURSE(S) NO. AND TITLE _____ = HIGH SCHOOL COURSE(S) NO. AND TITLE _____

CONTROL NUMBER _____ COLLEGE UNITS _____ GRADE _____ DATE COURSE COMPLETED _____

The above listed student has successfully completed the equivalent secondary course work and/or has passed any required competency examinations.

INSTRUCTOR SIGNATURE _____ PRINCIPAL SIGNATURE _____

SECONDARY SCHOOL DEPARTMENT: _____

THIS CLAIM FOR ADVANCE COLLEGE CREDIT EXPIRES: _____ (DATE)

DISTRIBUTION OF COPIES

ORIGINAL - STUDENT 1ST COPY - V.P. OF INSTRUCTION/BUTTE COLLEGE 2ND COPY - HIGH SCHOOL RECORDS

BUTTE COLLEGE
OF THE BUTTE COMMUNITY COLLEGE DISTRICT
3536 BUTTE CAMPUS DRIVE · OROVILLE, CALIFORNIA 95965

ARTICULATION
END OF YEAR COMPLETION REPORT

TO: High School Instructors of Articulated Classes

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_____ Instructor's name

_____ School

_____ Articulated Course Title

_____ Number of equivalency forms issued in this class.

Please make three (3) photo copies of each "Equivalency Form" issued by you this year (1 each for student, the student's high school cum file, and Butte College). Attach the Butte College copies and return them with this form to Lena Newman, Butte College Office of Instruction. If you have questions, please call 895-2547, ext. 845.

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Junior Colleges
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